

Comprehensive Progress Report

Mission:

The staff and parents of Clara J. Peck Elementary School believe that each child is an individual who should be challenged to reach his or her full potential. We promote high expectations, respect for self and the diversity of others. The staff is committed to creating a school climate which will stimulate students' emotional, ethical, physical, academic, cultural and social development. We further believe education is a process which requires a partnership between the home, school and community to enable children to fulfill their potential as learners.

During the 2020-2021 school year, Dr. Triplett will submit a request to the School-Based Leadership Team to review and update the school's mission and vision.

Our leadership team discussed developing a vision statement during the 2018-2019 school year; however, the staff still feels the current mission statement alone is an accurate reflection of our school's goals and priorities and addresses our school's vision.

Vision:

During the 2020-2021 school year, Dr. Triplett will submit a request to the School-Based Leadership Team to review and update the school's mission and vision.

Goals:

By June 2021, Peck Elementary will increase the school performance composite from 40.0% (2018-2019) to a minimum of 43.5%.

By June 2021, the achievement gap between our overall school proficiency in reading (38.3% in 2019) and the performance in reading of students with disabilities (24.1% in 2019) will decrease to 5 percentage points from 14.2 percentage points.

By June 2021, Peck Elementary School will maintain a low (below 15%) staff turnover rate.



! = Past Due Objectives KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>While the SIP Goal was to Decrease office discipline referrals from 84 to 70, during the 2018-2019 school year, Peck ES had 88 total office discipline referrals. In addition, there was 1 OSS Assignment (compared to 3 in 2017-2018) and 38 ISS Assignments (compared to 29 in 2017-2018). This amounts to 89.5 total ISS days and 1 total OSS days.</p> <p>Established criteria for evidence of fully meeting this objective: Our discipline referrals will reduce. Students will be aware of their consequence. Teachers using research based interventions when revisiting the support they provide within the classroom. Positive, proactive measures will be in place school wide to ensure students are aware of expectations for conduct.</p> <p>At the end of the fall of 2019, Peck ES only had 25 total referrals, with no OSS days. January-February 2020, Peck ES had interim principals in place who handled school discipline. By the end of the school year, Peck ES had 34 total referrals, with 15.3 ISS days and 5 OSS days. This demonstrates that Peck was on track for another reduction in overall discipline outcomes.</p> <p>Fall 2020 update: Further, continued efforts related to sustainability of this objective at full implementation will include implementation of classroom expectations and tiered interventions via MTSS and the establishment of routines for both face-to-face and remote learning.</p>	<p>Full Implementation 10/10/2020</p>		
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<p>Core Function:</p>	<p>Dimension A - Instructional Excellence and Alignment</p>
<p>Effective Practice:</p>	<p>Curriculum and instructional alignment</p>

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>This indicator has been a priority at Peck since 2016; however, continued focus on standards-aligned units of instruction is necessary throughout the adoption of Eureka, ARC, and CKLA and the shift to remote learning.</p> <p>Teachers are currently using district resources, such as common core pacing guides and units of study. While professional learning communities (PLCs) occurred regularly, planning will continue to emphasize curriculum-aligned activities and assessments. PLCs will be used as a time to plan collaboratively and reflect on a variety of data points, such as progress monitoring and common assessment data to inform instruction. The instructional team provides weekly walkthrough feedback and side by side coaching to evaluate the alignment of lessons to standards. Support Documents are utilized during planning sessions in PLCs.</p> <p>Teachers regularly implement standards-aligned lessons into practice through the use of district approved high quality resources. Teachers will continue to implement standards-aligned lessons but will be adapted as necessary to remote learning.</p>	Limited Development 10/11/2020		
How it will look when fully met:			<p>In classrooms, teachers will utilize Common Core (CC) pacing guides. Teachers will also use support documents to plan and implement standards based instruction. Standards-based lesson planning will occur on a weekly basis both with the curriculum facilitator and principal. Proficiency in both reading and math will increase in all grade levels. In addition, the percentage of students performing at benchmark will increase and the number of students needing intense intervention will decrease, according to reading data for grades K-3. Formative assessments and differentiated instruction will be developed in aligned lessons in concert with the implementation of Eureka, ARC, and CKLA across classrooms.</p>		Candice Ricks	06/04/2021
Actions				1 of 7 (14%)		
		10/11/20	A reading and math interventionist will be paid for through Title I funds to provide students with interventions related to reading and math. The interventionists will provide additional support to close gaps as demonstrated through progress monitoring data and interim assessments.	Complete 09/30/2020	Candice Ricks	09/30/2020

Notes: 1.5333 full time teacher positions have been purchased with Title I funds at the amount of \$99,682.37; these positions are allotted at 100% to a reading specialist and 53.33% to a math specialist. Funding for New Teacher Orientation is also attached to this funding in the amount of \$645.45. Substitute pay is also included in the amount of \$825.30 from Title I funding.

10/11/20 Ensure all materials are standards/curriculum-aligned and promote 21st century learning. Title I funds will be used to purchase technology accessories so teachers are able to project from the district-approved presentations, use Eureka/CKLA/ARC materials, and engage students in 21st century learning. Additional technology needs will be necessary for a remote learning environment and to continue technology implementation strategies as were improved during the period of remote learning.

Candice Ricks

04/30/2021

Notes: \$4,333.46 has been allotted from Title I funds for instructional supplies and materials, including Eureka Manipulative kits as needed to ensure a 1:1 ratio of kits to teacher.

\$22,500.00 has been allotted from Title I for computer software and supplies. This budget code will also be used to purchase computer hardware.

10/11/20 Teachers will utilize GCS pacing and curriculum guides in long-term and short-term instructional planning. Title I funds will be used to provide staff with professional development and planning days.

Candice Ricks

04/30/2021

Notes: \$1,108.80 from Title I funding has been allotted for professional development and planning days (sub pay).

\$4515.18 from Title I funding has been allotted for professional development (participant) and \$1549.08 (instructor).

10/11/20 Intervention needs will be assessed during PLC meetings and discussed with the School-Based Leadership Team. Intervention materials will be purchased through the use of Title I funds to be used during the school day in class-based interventions as well as during after school tutoring.

Candice Ricks

04/30/2021

Notes:

10/11/20 Tutoring will be provided to targeted students to ensure preparation for End-of-Grade assessments based on ongoing data kept and discussed during PLC meetings. Title I funds will be used to support daytime and after school tutors.

Candice Ricks

05/28/2021

Notes: \$30,497.51 has been allotted from Title I funding for after hours tutoring.

10/11/20	Instructional Leadership Team members and other selected staff will participate in professional development, via conferences (including the Standards Institute), to build capacity related to standards-based instruction in Reading and Math. Information learned at the conferences will be shared with Peck staff upon the conclusion of the conference.		Candice Ricks	05/28/2021	
<i>Notes:</i> \$10,000 has been allotted from Title I funding for the purposes of paying for professional development opportunities with a registration fee or requires lodging/travel expenses.					
10/11/20	When necessary, instruction will transition to a virtual learning environment. Barriers will be addressed, including ensuring all students and staff have access to a digital device and internet access. Professional development will be aligned to learning digital tools and the transition of instruction to a digital environment.		Candice Ricks	05/28/2021	
<i>Notes:</i>					
	A2.17	ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5107)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Some teachers have established clearly articulated classroom norms for personal responsibility, cooperation, and concern for others. Further support will be provided to teachers and students through school-wide implementation of Sanford Harmony, an SEL curriculum.	Limited Development 10/08/2019		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		All teachers will have established classroom norms for personal responsibility, cooperation, and concern for others. These established norms will be evident across all classrooms to support the implementation of Multi-Tiered Systems of Support. Teachers address conflict with students to the point of resolution. The classroom expectations are evident in all classrooms. New teachers are assigned a mentor to support their first year at Peck to ensure these structures are in place in new teachers' classrooms. Parents are given these norms and expectations at the beginning of the year including consequences. A school-wide SEL curriculum will be utilized.		Annette Connelly	12/04/2020
Actions			1 of 2 (50%)		
12/5/19	Provide staff training on Educators Handbook platform. The school principal will present this information to all staff as well as new teachers as needed.		Complete 08/28/2019	Annette Connelly	08/28/2019

Notes: Staff were trained on the Educators Handbook platform at the beginning of school meeting.

10/8/19 Teachers will receive mentoring and coaching as needed in order to achieve consistency and clarity for students in establishing classroom norms for personal responsibility, cooperation, and concern for others. The SEL curriculum, Sanford Harmony, will support the development of these standards across all classrooms.

Annette Connelly

12/04/2020

Notes:

Implementation:

01/30/2020

Evidence

1/30/2020 Coaching and feedback is being completed during weekly PLC. Teachers are provided coaching one-on-one based on their instructional goals as well as data provided in walk throughs by administration and the curriculum facilitator.

Experience

1/30/2020 Coaching is being completed during PLC. Teachers are provided coaching one-on-one based on their instructional goals.

Sustainability

1/30/2020 The CF and ILT team will continue to support new teachers at Peck and provide on the spot coaching when needed.

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our school implements the IST process for students with academic and behavioral needs. Based on this process, students are given interventions in their area of need. If little to no progress is made, the team determines whether or not to send the student for further evaluation. Each grade level is represented on this team and the team works closely with our Exceptional Children's department.</p> <p>This area is a greater focus for 2019-2020 and 2020-2021 as teachers are exposed to the practices of Multi-Tiered Systems of Support. Staff members will receive training this school year on MTSS and action steps will begin to be implemented along with the MTSS training modules.</p>	Limited Development 10/11/2020		
<i>How it will look when fully met:</i>		<p>Teachers will be able to implement tiered support within their classrooms. The growth mindset will be emphasized rather than focusing on deficit thinking related to interventions being implemented and outcomes for students. Effective interventions will be used in the classroom and appropriate Intervention Support Team (IST) strategies implemented if students do not respond to in-class support.</p> <p>Teachers will use topic and module assessment data to create multi-tiered small groups for Eureka math. Math and reading specialists will be used during small group instruction. Further, PLC support will be given and feedback will be provided after walkthroughs on differentiated support. Intervention and support programs including MyOn, Waterford, Heggerty, and Zearn will further support needs across all ability levels and will provide individualized support during face-to-face and remote learning.</p>		Kerin Plank	06/04/2021
Actions			1 of 5 (20%)		
	10/11/20	Staff to serve in the role of math and reading specialist will be funded through Title I so that differentiated support can be provided to students across various tiers.	Complete 09/30/2020	Kerin Plank	09/30/2020
<p><i>Notes:</i> \$99,682.37 has been allocated from Title I spending to cover the cost of the reading and math specialists at Peck.</p>					

	10/11/20	Teachers will use the IRLA (ARC) and CKLA assessments to gauge and monitor student mastery. Skills groups will be developed to ensure differentiated support. Progress monitoring will be used in conjunction with ARC and CKLA through ISIP to further assess student understanding and enable teachers to create differentiated support plans.		Kerin Plank	04/30/2021
	<i>Notes:</i>				
	10/11/20	Teachers will receive professional development on effective interventions and differentiated support for struggling students, along with topics such as, but not limited to: Academic Core, Behavior, etc. through the GCS MTSS webinars.		Kerin Plank	05/28/2021
	<i>Notes:</i>				
	10/11/20	Teachers will give regular assessments in Eureka math so that data can be used to determine differentiated support groups and necessary standards of focus.		Kerin Plank	05/28/2021
	<i>Notes:</i>				
	10/11/20	The Instructional Leadership Team will monitor cohorts of students along with the effectiveness of core instruction across Reading and Math classrooms. The Instructional Leadership Team's work outside of the regular school day will be compensated through Title I funds via Extended Employment Agreements.		Kerin Plank	05/28/2021
	<i>Notes:</i> \$9,681.75 has been allotted from Title I funding to cover the cost of EEAs.				
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>While the SIP Goal was to Decrease office discipline referrals from 84 to 70, during the 2018-2019 school year, Peck ES had 88 total office discipline referrals. In addition, there was 1 OSS Assignment (compared to 3 in 2017-2018) and 38 ISS Assignments (compared to 29 in 2017-2018). This amounts to 89.5 total ISS days and 1 total OSS days.</p> <p>At the end of the fall of 2019, Peck ES only had 25 total referrals, with no OSS days. January-February 2020, Peck ES had interim principals in place who handled school discipline. By the end of the school year, Peck ES had 34 total referrals, with 15.3 ISS days and 5 OSS days. This demonstrates that Peck was on track for another reduction in overall discipline outcomes.</p> <p>Further, continued efforts will include implementation of classroom expectations and tiered interventions via MTSS and the establishment of routines for both face-to-face and remote learning. The SEL curriculum, Sanford Harmony, will be utilized in all classrooms.</p>	<p>Limited Development 10/11/2020</p>		
<p>How it will look when fully met:</p>	<p>A tiered system of interventions will be implemented to address student behavior concerns. Since we are a PBIS school, we will fully implement this structure, including common area expectations and positive incentives, classroom celebrations and management plans, and the use of a progressive discipline system. In response to students who have Tier 2 or 3 behavioral needs, a team will be created to discuss each student and their behavioral and emotional needs. The team will consist of a variety of individuals who will create a behavior plan for the student. In addition, parents will be supported in their efforts to support teaching and learning with contact from the school social worker and guidance counselor. A decrease in overall referrals and OSS based on the use of this tiered system will result.</p>		<p>Annette Connelly</p>	<p>06/04/2021</p>
<p>Actions</p>		<p>2 of 12 (17%)</p>		
<p>10/11/20</p>	<p>Our school social worker position will be increased to 100% to ensure their ongoing ability to provide daily wraparound support to our school community with the goal of supporting student achievement and meeting our students' basic needs.</p>	<p>Complete 09/30/2020</p>	<p>Annette Connelly</p>	<p>09/30/2020</p>

Notes: \$31,608.18 from Title I funding has been allocated to make this a 100% position from the 60% allotted by the district.

10/11/20	A Student Services Team will be established to ensure communication between the counselor, nurse, social worker, and administration. This team will focus on meeting the basic needs of all students, support alignment of resources, and provide comprehensive support focused on academics, behavior, and attendance.	Complete 09/30/2020	Annette Connelly	09/30/2020
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Notes:

10/11/20	Teachers will receive mentoring and coaching as needed in order to achieve consistency and clarity for students in establishing classroom norms for personal responsibility, cooperation, and concern for others. The SEL curriculum, Sanford Harmony, will support the development of these standards across all classrooms.		Annette Connelly	12/04/2020
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10/11/20	The principal will explore opportunities with community partners to provide extended learning opportunities to students, develop after school enrichment programs, and support student learning through the use of volunteers.		Annette Connelly	12/18/2020
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Notes:

10/11/20	Teachers will learn engagement strategies to ensure student participation in remote learning lessons, activities, and assignments.		Annette Connelly	12/18/2020
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Notes:

10/11/20	Students will participate in teacher-facilitated extracurricular activities such as but not limited to Safety Patrol and Student Ambassadors.		Annette Connelly	04/30/2021
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10/11/20	Wrap-around services, including the use of the school social worker, guidance counselor, and community resources will provide emotional and behavioral support to students and families.		Annette Connelly	04/30/2021
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Notes:

10/11/20	Teachers will continue to utilize the IST process in identifying students' instructional/emotional/behavioral weaknesses and interventions to support these.		Annette Connelly	04/30/2021
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Notes:

10/11/20	The Instructional Leadership Team will meet to review student data from all grade levels, will analyze data by group (ELL, EC, AG, etc.) and provide support for interventions that include social emotional and academic support as needed.		Annette Connelly	04/30/2021
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Notes:

10/11/20	Teachers will implement the school-wide management plan, including positive reinforcements for students. This school-wide management plan will be used in the remote learning environment as applicable.		Annette Connelly	05/28/2021
<i>Notes:</i>				
10/11/20	Utilize district resources to educate the school's faculty about issues of equity and improving outcomes for all students. Provide ongoing opportunities for teachers to reflect on their practices as equity professional development increases their understanding of those issues.		Annette Connelly	05/28/2021
<i>Notes:</i>				
10/11/20	Provide opportunities for staff to continue to engage in professional development related to Restorative Practices. Implement as a pilot in selected grade level based on teacher interest.		Annette Connelly	05/28/2021
<i>Notes:</i>				

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Committees have been established and continue throughout the current school year and provides for school-wide vehicles for collaboration and continuity across grade levels. In addition, retention meetings ensure retained students are adequately supported from year to year; strategies through IST and MTSS minimize the number of students retained. Finally, we have also created transition days in the spring where students will visit the next year's teachers. Additional efforts in this area will focus on more intentional transition planning from Pre-K to K, between grade levels, and preparing students for middle school.	Limited Development 10/11/2020		
<i>How it will look when fully met:</i>			Early intervention strategies will be a focus of IST and MTSS meetings as well as ensuring continuity of content and transitional support to effectively create a cohesive K-5 school. When these goal is fully met, teachers will be able to identify gaps in instruction and interventions can be put in place in all grade levels to support preparedness for the next grade level.		Laurie Greer	06/03/2022
Actions				0 of 1 (0%)		
	10/11/20		Vertical team meetings through staff meetings and embedded collaboration will be implemented this school year to increase fidelity of K-5 conversations around curriculum and comprehensive school planning.		Laurie Greer	06/03/2022
<i>Notes:</i>						

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Strategic planning, mission, and vision			
KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date	
<i>Initial Assessment:</i>		Guilford County Schools has a Support and Improvement team that is responsible for the work set forth in any of the LEA indicators. The district leadership team will be responsible for working on the district implementation of MTSS and the connection to each School Improvement Plan.	Limited Development 10/11/2020			
<i>How it will look when fully met:</i>		The LEA will have an organized effective transformation team that includes various stakeholders. This team will ensure that it continues to support our schools by providing professional development to our school leaders and commits to making transformative work to increase student achievement in the district.		Ashley Triplett	06/03/2022	
<i>Actions</i>			0 of 1 (0%)			
	10/11/20	The District School Improvement team will be created and will meet on a regular basis to help transform any and all underperforming schools in the district.		Ashley Triplett	06/03/2022	
<i>Notes:</i>						
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date	

Initial Assessment:

The School-Based Leadership Team meets once monthly and the Instructional Leadership Team meets once monthly. These meetings provide the opportunity for twice monthly collaboration to discuss school data and progress toward school improvement plan goals and action steps. Peck Elementary also has established committees that teachers sign up for to enhance the teaching and learning environment. These committees meet regularly and provide minutes and sign in sheets for their meetings. Finally, the school has an established Student Services Team (principal, social worker, counselor, interpreter) that meets twice monthly to ensure wraparound support is provided for students based on academic, attendance, and social emotional needs. These established meetings address current areas of growth and are part of the school culture at Peck.

Full Implementation
10/12/2020

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Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our school structure is designed around grade levels, professional learning communities, and committees. We have a regular meeting schedule established for the school year. We use our committee and meeting structure to address the needs of the whole child, including academic needs, social emotional needs, and basic needs.</p> <p>We currently plan as grade levels during set times in our master schedule. However, we do not have established roles in our PLCs. All duties have been assigned for the year and teachers are able to plan in advance around pre-determined meetings set during the school day and after school on Tuesdays.</p>	Limited Development 10/12/2020		
<i>How it will look when fully met:</i>		Instruction, school improvement planning, and student support will be the focus of the team structure. Faculty and staff will engage in productive planning meetings designed to focus on continuous growth and school improvement.		Danielle Mack	06/03/2022
<i>Actions</i>			0 of 1 (0%)		
	10/12/20	A formal reporting process will be established for PLC meetings, committee meetings, and SBLT meetings to ensure communication and collaboration school-wide on topics of discussions, data collected, and decisions made.		Danielle Mack	06/03/2022
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		According to the TWCS 2020, teachers felt like teacher performance was assessed objectively (92%). They also felt that they received feedback that could help them improve teaching (88%). In addition, they felt that the procedures for teacher evaluation were consistent (100%). In order to reach full implementation, a more consistent and outlined process for informal walkthrough observations, coaching, and monitoring is needed.	Limited Development 10/12/2020		
<i>How it will look when fully met:</i>		Expectations and processes for team planning and for instructional delivery will be communicated. The principal will monitor implementation, meet with teams, visit classrooms, and reinforce good practice. Further, the process for monitoring instruction and providing feedback will also be adapted to the remote learning environment.		Ashley Triplett	06/03/2022
Actions			0 of 2 (0%)		
	10/12/20	The principal will participate in a Coaching Digital Learning: Cultivating a Culture of Change professional development to align instructional support to the remote learning environment.		Ashley Triplett	12/07/2020
<i>Notes:</i>					
	10/12/20	A walkthrough schedule will be followed by the principal and curriculum facilitator. A tiered teacher support plan will be developed and implemented to ensure support for teachers at all levels of teaching mastery.		Ashley Triplett	12/18/2020
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Administration will continue to seek input concerning the professional development needs of teachers. Teacher input and requests drive both whole group, small group, and individualized professional development opportunities. We will also utilize both formative and summative data in order to determine professional development needs (discipline data, reading data, observation and classroom walk-through data). The Instructional Leadership Team and the instructional team review data ongoing throughout the year and plan professional development as needed to address key areas. 91% of teachers indicated professional development offerings are data driven on the 2020 NCTWC survey; however, only 72% of teachers indicated professional development is differentiated to meet the individual needs of teachers.	Limited Development 10/12/2020		
<i>How it will look when fully met:</i>		Professional development needs will be assessed through teacher survey results, walkthrough observations, district priorities, and School-Based Leadership Team and Instructional Leadership Team input. School data will also be reviewed to ensure specific areas of focus for professional development. Professional development offerings will positively impact school data outcomes.		Verhonda Evans	06/03/2022
<i>Actions</i>			0 of 1 (0%)		
	10/12/20	Professional development needs will be assessed through teacher survey results, walkthrough observations, district priorities, and School-Based Leadership Team and Instructional Leadership Team input.		Verhonda Evans	06/03/2022
<i>Notes:</i>					
Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			

	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>GCS previously had the Mission Possible program to help Peck recruit and maintain quality teachers. We will purposely celebrate teachers based on their attendance, community involvement, and teacher leadership. A hospitality committee has been established and the principal has involved staff in decision-making regarding new hires to Peck Elementary School.</p> <p>Teacher leadership opportunities were primarily in the following areas: leading afterschool tutoring, organizing/facilitating/teaching Saturday family literacy classes, ILT, Superintendent Teacher Advisory Council, and the master schedule and master calendar committees. Further, in an effort to decrease teacher turnover, this indicator focuses on providing a welcoming school culture and an increase in teacher leadership opportunities this school year.</p>	Limited Development 10/14/2020		
How it will look when fully met:			<p>A process will be in place for recruitment and retention of staff. Support for new staff and staff new to Peck Elementary will be provided and a welcoming atmosphere will be emphasized. Intentional planning around recruitment and retention will be a focus of administration and articulated for stakeholders, with their feedback and input solicited regularly.</p> <p>There will be a team effort for evaluations and interview feedback given by educators, not only administrators.</p> <p>Teachers request duty free breakfast, duty free lunch and recess, off campus lunches, and shout outs on the morning announcements.</p> <p>Highly sought teachers that are hand selected by the Instructional Leadership Team will join the Peck staff.</p> <p>Develop and grow a group of educators who want to be at Peck.</p>		Antionette Johnson	06/04/2021
Actions				0 of 3 (0%)		
		10/14/20	A committee structure will provide staff input into MTSS, PBIS, and culture/climate at Peck. In addition, the Instructional Leadership Team will provide input into instructional decisions; this team consists of two classroom teacher leaders. These committees and team will ensure decision-making is distributed throughout the building.		Antionette Johnson	12/18/2020

Notes: \$1549.08 from Title I funding has been allotted for professional development (instructor) to enable the Instructional Leadership Team the opportunity to lead in-service activities. \$9681.75 from Title I has also been allotted for EEAs for the Instructional Leadership Team to collaborate and lead data-driven discussions with the intention of school-wide planning.

10/14/20 In order to ensure the maintenance of a low staff turnover rate at Peck and to continue to grow a staff of teachers committed to Peck and the Glenwood community, a formal process for recognizing staff will be developed and implemented.

Antionette Johnson

04/30/2021

Notes:

10/14/20 A formal process for onboarding and mentoring new teachers will be developed.

Antionette Johnson

06/04/2021

Notes:

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Over the past three years, family engagement has increased at Peck ES. Evening and daytime events are better attended and our families have good communication with teaching and other school staff. We have a full time interpreter and community liaison position that supports parent involvement. We have established, annual family events that will continue into this school year through the support of existing school staff and supported by Title I funding.	Limited Development 10/14/2020		
<i>How it will look when fully met:</i>		By the end of the school year parents and other community resources will be fully engaged in the teaching and learning process at Peck Elementary. We will utilize the Guilford Parent Academy and other community resources via the social worker to meet clothing, school supply, and food needs for our students to encourage higher parent attendance. Incentives will also be used to help encourage parent attendance and interaction. We will also utilize Title 1 funds to provide supplies and food in order to support Open House, other family engagement events, and Curriculum Nights for families.		Tyesha Johnson	06/03/2022
<i>Actions</i>			0 of 4 (0%)		
10/21/20	Peck will host a family engagement luncheon or dinner to discuss Title I planning and school curriculum. This will be held in the spring, or whenever we can do so safely in the midst of the pandemic.			Tyesha Johnson	04/16/2021
<i>Notes:</i> \$3500.00 has been allotted through Title I funds to cover food expenses for family events.					
10/21/20	A Spanish translator, increased to a 100% position with Title I funds, will be used to translate written and verbal announcements for parents. This will include our Connect Ed calls, flyers home concerning school-wide events, and any discipline or health concerns for families. The translator will also attend and translate after school functions as needed. Supplies and materials will be purchased through Title I funds. In addition, our treasurer will also be paid to support our Hispanic families after the school day to ensure our families remain engaged and supported.			Tyesha Johnson	06/04/2021

Notes: \$21,694.41 from Title I funding has been allocated to make this a 100% position from the 50% allotted by the district.

Funding from Title I EEAs (total = \$9,681.75) will cover the EEA for our school treasurer.

\$500 for parent supplies and materials and \$500 for postage has been allotted from Title I spending to ensure supplies are available for parent communication.

10/21/20 Support all students in regularly visiting their local library via the use of their One Card. Ensure students understand the importance of visiting their local library and the resources available.

Tyesha Johnson

06/03/2022

Notes:

10/14/20 "Muffins in the Morning" and "Donuts with Grownups" will be implemented twice a year to encourage parent involvement. We will research and implement incentives and better advertise these events. Parent supplies, such as paper for flyers and the food items, will be purchased through Title I funds.

Tyesha Johnson

06/03/2022

Notes: \$3500.00 has been allotted through Title I funds to cover food expenses for family events.